

2022 Annual Report

Moruya Public School



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Introduction

The Annual Report for 2022 is provided to the community of Moruya Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Moruya Public School

22 Evans St

Moruya, 2537

<https://moruya-p.schools.nsw.gov.au>

moruya-p.school@det.nsw.edu.au

4474 2363

School vision

Moruya Public School believes every student is unique and has an important place in their community. Every student will develop the skills to be a life-long learner with confident personal and social skills to enjoy life within society. This vision reflects the new Alice Springs Education Declaration.

School context

Moruya Public School has a proud and long tradition for over 140 years of public education in the Eurobodalla. The site was a central school until the high school was built in 1970. In addition to its historical significance Moruya Public School promotes high academic achievement and inclusive educational and welfare practices. Students are offered a comprehensive education that includes strong creative and citizenship building opportunities. We establish high expectations for our students and offer them the opportunity, encouragement and support required to lay the foundation for learning for life. Teachers plan, program and deliver curriculum with a focus on implementing evidence informed practices to support student growth and achievement in all subject areas with a focus on literacy and numeracy. The school is proud of its excellent reputation for the quality and safety of this learning environment. It is an inclusive public school of some 325 students and 30 members of staff. The school has a significant enrolment of Indigenous students, four special education classes for students with additional and complex learning needs in both mainstream and support classrooms. The school promotes academic excellence for talented students and extra-curricular activities in sport and the performing arts.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement and growth in literacy and numeracy. A whole school approach will focus on identified areas of need including:

- * Collecting, analysing and evaluating data to inform teaching and learning and track student progress.
- * Evidence informed practices.
- * Creating and sustaining consistent teaching and learning practices.

A strong focus on identifying and addressing individual student learning needs will drive improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective data use
- Evidence informed practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$133,306.26

English language proficiency: \$27,948.00

Socio-economic background: \$20,300.00

Integration funding support: \$367,000.00

Summary of progress

In 2022 we have ensured there are consistent methods across the school for effective data collection and these are supported by evidence-informed teaching practices. Effective data use has been supported by the following:

- initialit
- minilit
- CARS & STARS
- Check in assessment & NAPLAN
- Essential Assessment
- SENA
- Starting Strong
- Whole school Assessment Schedule Review

All staff analysed formative assessment practices using the Achieving School Excellence in Wellbeing and Inclusion Framework. This has supported the integration of formative assessment in teaching and learning in every classroom. As a result teachers have been able to personalise student learning and assessment as well as identify student learning needs so that teaching and learning can be planned accordingly.

Our next steps are to continue to ensure that there are consistent school wide assessment practices to monitor, plan and report on student learning. This will be enhanced through professional learning. There will also be a refined focus on differentiation and adjusted assessment tasks to meet the needs for a diverse range of learners. Teachers will continue to focus on ensuring evidence-informed practices support the teaching and learning cycle and data analysis.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top two bands in NAPLAN for reading to be between the schools lower bound and upper	Data indicates that 40.74% of students are in the top 2 bands for reading showing an increase of 10.63%.

bound target range for 2022.	
Increase the percentage of students achieving in the top two bands in NAPLAN for numeracy by an additional uplift of 5% or greater from 2021 .	Data indicates that 25.33% of students are in the top 2 bands for numeracy showing an increase of 8.85%.
Increase the percentage of Aboriginal students achieving in the top 3 bands in reading by an additional uplift of 5% or greater from 2021.	The number of Aboriginal students achieving in the top 3 bands in reading has decreased by 15% in 2022.
Increase the percentage of Aboriginal students achieving in the top 3 bands in numeracy by an additional uplift of 5% or greater from 2021.	The number of Aboriginal students achieving in the top 3 bands in numeracy has increased by 20% in 2022.
Increase the percentage of students achieving expected growth in reading by an additional uplift of 5% or greater from 2021.	Due to COVID there was no expected growth data for 2022.
Increase the percentage of students achieving expected growth in numeracy by an additional uplift of 5% or greater from 2021.	Due to COVID there was no expected growth data for 2022.
SEF: Data skills and use to increase from delivery to sustaining and growing in all four themes.	Self-assessment against the School Excellence Framework shows data skills and use to be sustaining and growing.

Strategic Direction 2: Professional Growth Culture

Purpose

To develop and maintain a culture of high expectations with a focus on collaboration and continuous improvement. A whole school approach will focus on identified areas of need including:

- * Setting and achieving challenging goals for all staff.
- * Evidence informed practices.
- * High impact professional learning.
- * Collaboration so that best practice can be identified and shared across classrooms to improve teacher practice and student outcomes.

Through the creation and maintenance of a professional growth culture, staff will share the belief that they can positively influence student outcomes for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional leadership
- High impact professional learning.

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00

Professional learning: \$35,312.00

QTSS release: \$72,744.00

Summary of progress

During 2022 additional professional learning time provided all teachers with the opportunity to develop a shared understanding and responsibility for implementing the Assessment element of What Works Best and Assessment for Learning in Curiosity and Powerful Learning by developing learning intentions and success criteria for explicit teaching practice to improve students outcomes. This was achieved through:

- High impact professional learning delivered by the school's Assistant Principal Curriculum and Instruction (APC&I)
- Additional professional learning for all staff
- Professional learning and follow up activities and support (modelled lessons, resources, team teaching etc) which focus on learning intentions and success criteria, assessment
- Supporting staff to develop skills in analysing data including Naplan, Check In Assessment and school based assessments including Essential Assessments.
- Executive staff collaborating with and supporting teachers to develop learning intentions and success criteria based on the needs of the students
- APC&I supporting teachers in the implementation of evidence informed strategies
- APC&I supporting teachers to reflect using the What Works Best document and Achieving School Excellence in Wellbeing and Inclusion framework and then applying this to their teaching practice to improve quality student learning.

Our next steps are to continue to provide opportunities for teacher collaboration and lesson observations. This will be supported by the continuation of the learning community with our local community of schools.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
SEF: Learning and Development to reflect sustaining and growing	Self-assessment against the School Excellence Framework shows learning and development to be sustaining and growing.

Annual TTFM teacher survey data related to collaboration to be trending towards 8.	The TTFM teacher survey data related to collaboration increased during 2022 to 7.9.
SEF: Educational Leadership to increase from delivering to sustaining and growing.	Self-assessment against the School Excellence Framework shows Educational Leadership to be sustaining and growing.

Strategic Direction 3: Successful Students

Purpose

To promote and achieve student success across all facets of school life. A whole school approach will focus on:

- * Student voice.
- * Strategic attendance management.
- * Innovative learning spaces.

Continued strong wellbeing practices, extra-curricular programs and community partnerships will enhance opportunities for success for all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Voice
- High Expectations

Resources allocated to this strategic direction

Aboriginal background: \$87,928.00

Socio-economic background: \$239,926.50

Location: \$13,000.00

Summary of progress

During 2022 the focus of this strategic direction was to improve student well being with a focus on student voice, sense of belonging and advocacy at school so that students can connect, succeed, thrive and learn. Activities also focused on supporting student engagement and positive school attendance. In order to achieve this we:

- established an Aboriginal Student voice
- planned and implemented peer support 'Being Positive' and student voice activities
- established a student voice team so that well being programs and initiatives were implemented and focused on student voice. Implementation of changed practices increased the impact and effectiveness of the student voice. Based on student feedback and ideas, community engagement activities were also facilitated and coordinated.
- continued implementation of the dhurga language program to promote sense of belonging and also strengthen community partnerships.
- Analysed attendance data and targeted support accordingly.
- Ensured there were regular opportunities for students to be provided with regular feedback about their learning goals and progress. This was supported by activities in strategic direction 1 and 2.

Through the implementation of these activities students have developed a greater connection to school and have been able to implement activities that they have co designed and lead. Our next steps will focus on ensuring that attendance is a strong focus in 2023 and that there are continued options for wellbeing initiatives that are informed by student voice.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending >90% of the time by an additional uplift of 5% or greater.	In 2022 attendance was significantly impacted by COVID guidelines and the subsequent increase in student absences. Data for 2022 declined by 16.53%.
TTFM Wellbeing data to increase by an additional uplift of 5% or greater.	Wellbeing data for 2022 was 74.01%. This was a decline of 7.63%.
TTFM: Student survey data related to	Student survey data related to 'sense of belonging' increased in 2022 by

'sense of belonging' to increase by an uplift of 5% or greater from 2021.	12%.
SEF: Learning culture theme of attendance to be strengthened and maintained at sustaining and growing while continuing to develop elements of excelling.	Self-assessment against the School Excellence Framework shows the theme of attendance to be sustaining and growing.
SEF: Learning domain element of wellbeing to reflect excelling in the theme of caring for students.	Self-assessment against the School Excellence Framework shows the theme of wellbeing to be sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$367,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Moruya Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective data use <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs and to support intervention programs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all eligible students demonstrating progress towards their personalised learning goals and receiving personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to incorporate and review the use of integration funding to best meet the needs of students.
<p>Professional learning</p> <p>\$35,312.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Moruya Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff participation in professional learning activities. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of teachers to embed effective practices in the explicit teaching of literacy and numeracy - teachers have had the opportunity to collaborate, review and evaluate their teaching practice and the impact this has on student learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued implementation of professional learning that supports teacher collaboration and learning in evidence informed strategies.
<p>Socio-economic background</p> <p>\$260,226.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Moruya Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective data use • Student Voice • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in evidence informed practices to support student learning • additional staff release for data analysis • employment of additional staff to support students learning needs

<p>Socio-economic background</p> <p>\$260,226.50</p>	<ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the development and use of data and assessment practices which have supported student learning and whole school evaluation. Through these practices student learning needs have been identified and supported. - student wellbeing and student voice initiatives have been enhanced through this funding. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to ensure that strong data and assessment practices are used to identify student learning needs so that individual learning needs can be met - supporting student voice initiatives and wellbeing activities will be a priority.
<p>Aboriginal background</p> <p>\$87,928.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Moruya Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Voice • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an Aboriginal Education Officer (AEO) to support Aboriginal students, to facilitate improved community engagement and to ensure PLP's support student learning • purchase of equipment and resources to support the engagement of Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Aboriginal families engaging in the PLP process - greater community engagement - increased student engagement through the creation of the Aboriginal Student Voice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to ensure the role of the AEO supports student and community engagement. This will include through the implementation of an action plan to achieve improvements in literacy and numeracy.
<p>English language proficiency</p> <p>\$27,948.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Moruya Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective data use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small groups and individual support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - student progress showing high growth through the cumulative review (Initialit) and other internal school data - students have been provided with small group and individualised support.

English language proficiency \$27,948.00	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to implement individual and small group intervention programs targeted at student literacy and numeracy learning needs.
Low level adjustment for disability \$133,306.26	<p>Low level adjustment for disability equity loading provides support for students at Moruya Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective data use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention through Initialit, Minilit, and Maqlit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - data driven practices informing teaching and learning activities in reading and numeracy - the identification of individual learning needs and these have been supported through small group and intervention activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide additional support for identified students through the employment of trained SLSOs.
Location \$13,000.00	<p>The location funding allocation is provided to Moruya Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Voice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • executive release to support student wellbeing initiatives • executive release to support student voice initiatives • teacher release time to support development and implementation of wellbeing activities • employment of specialist teaching staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a range of wellbeing and Student Voice initiatives have been implemented to support students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to utilise this funding to provide a range of opportunities to students that enhance wellbeing and Student Voice.
QTSS release \$72,744.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Moruya Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High impact professional learning. <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$72,744.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice - teachers use learning intentions, success criteria and have a strong focus on formative assessment - teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to provide additional release time for teachers so that they can engage in collaborative practice and professional learning.
<p>COVID ILSP</p> <p>\$88,448.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing intensive small group tuition for students in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the majority of the students in the program making progress towards their learning goals in literacy and numeracy. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional leadership <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • the employment of 1.2FTE Assistant Principal Curriculum and Instruction. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the Assistant Principal Curriculum and Instruction has provided in class support to teachers through demonstration lessons, provided mentoring and coaching to teachers and has provided a range of professional learning opportunities for all staff. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to draw on the skills and strengths of the Assistant Principal Curriculum and Instruction to support teaching and learning. This will include ongoing demonstration lessons, mentoring and coaching and professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	180	179	175
Girls	154	151	159	153

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.4	84.8	90.0	86.0
1	91.1	82.4	89.3	85.2
2	91.3	87.2	89.0	84.3
3	90.5	85.7	87.9	82.2
4	89.7	88.8	87.2	81.1
5	91.7	88.4	88.6	80.1
6	90.4	90.5	87.1	80.6
All Years	91.0	86.9	88.4	82.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	16.06
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Administration and Support Staff	8.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	91,692
Revenue	5,185,226
Appropriation	5,098,371
Sale of Goods and Services	2,273
Grants and contributions	81,398
Investment income	1,098
Other revenue	2,085
Expenses	-5,102,350
Employee related	-4,656,075
Operating expenses	-446,275
Surplus / deficit for the year	82,876
Closing Balance	174,568

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	367,061
Equity Total	565,045
Equity - Aboriginal	87,933
Equity - Socio-economic	260,490
Equity - Language	30,363
Equity - Disability	186,259
Base Total	3,343,149
Base - Per Capita	89,535
Base - Location	13,985
Base - Other	3,239,629
Other Total	539,298
Grand Total	4,814,553

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year Moruya Public School is required to seek the opinions of parents, students and teachers about the school. We seek and value feedback and see this as essential for continuous improvement. We use appropriate evaluation instruments to collect relevant data. In 2022 we collected feedback through the Tell Them From Me Surveys (TTFM). We also used our own independent methods of collecting feedback which was specific to school focus areas as outlined in our Strategic Improvement Plan.

Teacher Satisfaction Survey

The TTFM Staff Satisfaction Survey provides feedback about effective schools and dimensions of classroom and school practices. Eight dimensions were surveyed: Leadership, parent involvement, inclusive school, technology, teaching strategies, data to inform practice, learning culture and collaboration. The staff survey results provided the following information:

1. Leadership - Moruya Public School (MPS) 7.7
2. Collaboration - MPS 7.8
3. Learning Culture - MPS 8.1
4. Data Informs practice - MPS 7.7
5. Teaching Strategies - MPS 7.8
6. Technology - MPS 6.7
7. Inclusive School - MPS 8.2
8. Parent Involvement - MPS 7.2

Student Satisfaction Survey

At Moruya Public School, 106 students in years 4, 5 and 6 completed the Tell Them From Me Survey, which included nine measures of student engagement alongside the five drivers of student outcomes.

In the area of social engagement: 81% of students participate in sports, 76% of students have positive relationships and 62% of students have a positive sense of belonging.

In the area school engagement: 82% of students value schooling, 79% of students demonstrate positive behaviour at school. Only 20% of students stated they had positive homework behaviours.

In the area of intellectual engagement: 40% of students showed interest and motivation, 73% displayed effort in their schooling and 76% believed they receive quality instruction.

Student feedback confirms that we can continue to improve in areas of: quality instruction (7.1), positive relationships (8.1), positive learning climate (6.3) and expectations for success (7.6).

Parent Satisfaction Survey

The TTFM Parent Satisfaction Survey includes seven separate measures. The scores are converted to a 10 point scale and then averaged. The following areas were surveyed.

1. Parents feel welcome - Moruya Public School (MPS) 7.2
2. Parents are informed - MPS 6.0
3. Parents support learning at home - MPS 6.3
4. School supports learning - MPS 6.5
5. School supports positive behaviour - MPS 7.4
6. Safety at school - MPS 7.2

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.